Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Anchor Text: Teacher’s Pet

Tic Tac Toe

Directions: After reading Teacher’s Pet, choose **three** activities to complete one from each category **(Vocabulary/Spelling, GRAMMAR, and COMPREHENSION).** Mark your choices with X’s or O’s. Staple your completed work together & return it to school.

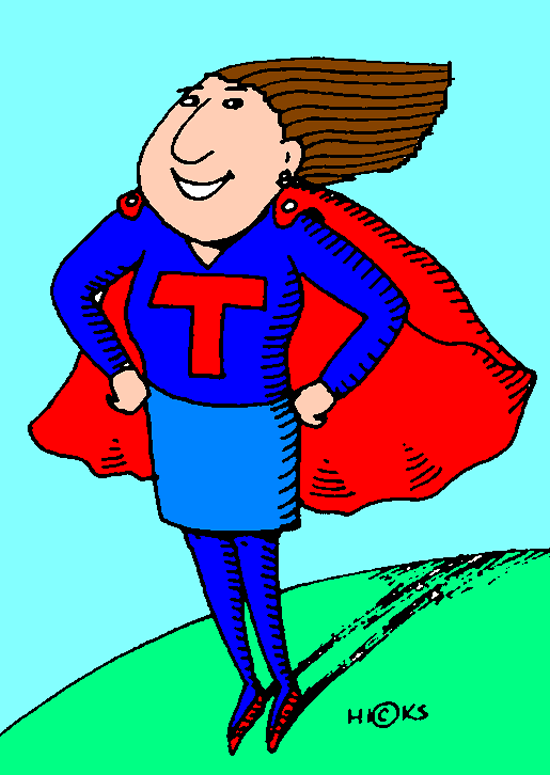
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| --- | --- | --- |
| **Vocabulary/Spelling**  **Choose 5 vocabulary words. Find them in the glossary in the back of your reading book. Read the definition. Rewrite it in your own words. Draw a quick doodle picture to help you remember the word’s definition.** | **Vocabulary/Spelling**  **Write your spelling words in ABC order. Highlight or underline the consonant blends gr, gl, sp, st, dr, pl, sw** | **Vocabulary/Spelling**  **Create a tree map sorting spelling words by their patterns/sounds (consonant blends – gr, gl, sp, st, dr, pl, sw). What sounds do you hear? What differences can you see in the spelling patterns? Which blend had the most words?** |
| **GRAMMAR**  **Create a tree map with two branches.**  **One the left create a list of 10 possible pets. Write them as singular nouns on the right branch rewrite the pets as plural nouns. Ex: Singular Plural**  **cat cats** | **GRAMMAR**  **Create 5 complete sentences using capitals and punctuation. Include one vocabulary word in each sentence. Underline the vocabulary words.** | **GRAMMAR**  **Create a circle map with the name of a pet you would like to have in the middle. In the larger outer circle brainstorm and write what this pet needs, how it behaves, & what you will do with this animal.** |
| **COMPREHENSION**  Read this week’s story with someone. Chose two pages to reread. Write a sentence to answer each question. Who? Did what? When? Where? Why? | **COMPREHENSION**  Read p.144-145 from your book. Draw and complete the story map about Teacher’s Pet. | **COMPREHENSION**  Read **Teacher’s Pet**. Choose one event from the story. Create a flow map with two boxes. Label the boxes cause and effect. Tell the event in the cause box. Tell what the effect of the event was in second box. |

**Vocabulary Words:**

*wonderful, noises, quiet, sprinkled, share, noticed, bursting, suddenly*

**Spelling Sound Words:**

**spin, test, skin, clap, grade, swim, drag, glide, place, just, stage, last, slip, climb, drive, price**



**Super Second Grade**

**Lesson 5 Mission:**

**This week’s objectives:**

* Read grade level stories and identify words from the stories that indicate why the author wrote a story.
* Ask & answer questions about stories (Who, What, When, Where Why).
* After listening to or reading a story, explain how events in the stories are related to each other.
* Read, sort & spell words with consonant blends (gr, gl, st, sp, cl, sw, sk).
* Understand that nouns are singular (only one) or plural (more than one). Identify and create singular & plural nouns.
* Fluently add and subtract math problems equaling 0-20(3 seconds per problem).
* Count by 5, 10s & 100s starting at any number.
* Understand that three digits in a number represents groups of **Hundreds, Tens, & Ones.**
* Put two and three digit numbers in numerical order.
* Tell numbers that come before, after, and between a given number.

Assignments:

**Reading/ELL & Spelling:** Complete 3 tasks from the TIC TAC TOE board (one from each category). Study spelling sound patterns. We will have assessments on Friday.

**Math:** Practice math problems using flash cards and fluency page. Please use a dry erase marker & page protector (don’t write on the actual paper). Complete assigned word problems (1 problem per day M-T-W).